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ABSTRACT

Questions about student diversity are examined by considering the extent to which society serves the interests of all, and by examining the empowerment of members of oppressed groups to direct social change. The contributions of multicultural education to empowering young people are highlighted. After an introduction by Christine E. Sleeter, the following chapters are presented: (1) "Doing School in an Urban Appalachian First Grade" (Kathleen Bennett); (2) "Mapping Terrains of Power: Student Cultural Knowledge versus Classroom Knowledge" (Christine E. Sleeter and Carl A. Grant); (3) "Peer-Proofing Academic Competition among Black Adolescents: 'Acting White' Black American Style" (Signithia Fordham); (4) "Disempowering White Working-Class Females: The Role of the High School" (Lois Weis); (5) "A Curriculum for Empowerment, Action, and Change" (James A. Banks); (6) "Empowerment through Media Literacy: A Multicultural Approach" (Carlos E. Cortes); (7) "Cooperative Learning as Empowering Pedagogy" (Mara Sapon-Shevin and Nancy Schniedewind); (8) "Teaching Children about Social Issues: Kidpower" (Valerie O. Pang); (9) "Classroom Use of African American Language: Educational Tool or Social Weapon?" (Selase W. Williams); (10) "The Empowerment of Language-Minority Students" (Richard Ruiz); (11) "Changing Our Ideas about Ourselves: Group Consciousness Raising with Elementary School Girls as a Means to Empowerment" (Lee A. Bell); (12) "Who Is Empowering Whom? The Social Construction of Empowerment" (Susan R. Takata); (13) "The Rationale for Training Adults as Teachers" (Martin Haberman); and (14) "The Power To Empower: Multicultural Education for Student-Teachers" (Renee Martin). References are grouped by chapter. (SLD)